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ABSTRACT

This report presents an overview of educational reform proposed by several national reports before focusing specifically upon the Holmes Group goals for transforming teacher education. These goals are to: (1) make the education of teachers intellectually more solid; (2) recognize differences in teachers' knowledge, skill, and commitment in their education, certification and work; (3) create standards of entry to the profession--examinations and education requirements--that are professionally relevant and intellectually defensible; (4) connect colleges with schools; and (5) make schools better places for teachers to work and learn. Each of these goals is discussed in the light of what will actually be required in the way of action and implementation in schools of education. The response of the Texas A&M College of Education (a member of the Holmes Group) to the proposed reform agenda is described. A 6-year program already implemented is described, and future plans and possible difficulties are discussed. A three-page list of references concludes the document. (JD)

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*Prepared for the College of Education Fall Faculty Meeting, Texas A&M University, September 5, 1986, Room 601 Rudder Tower.

A Response to Recent National Reports

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Anyone familiar with the history of education could have predicted that the spate of reports calling for reforms in American schools would be followed with calls for reforms in higher education and most particularly reforms in the way teachers for American schools are educated.

At last count, thirty national reports calling for changes in elementary and secondary education have followed the initial report by the National Commission on Excellence in Education, A Nation at Risk. At the state level over 200 blue ribbon commissions, similar to Texas' Select Committee on Public Education, better known as "The Perot Committee," have proposed numerous recommendations and the legislation to implement them.

In the past few months, eleven new National Reports calling for changes in higher education have hit the streets. Not surprisingly, several of these reports deal with reforms in teacher education. (See attached list of selected National Reports) The Reports focus on how teachers learn to be teachers, ways to alter the conditions in which teachers work, and strategies for making teaching a "real" profession.

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Startling Difference in New Reports

There is a startling difference in the new round of reports. For example, the recent Carnegie Report titled A Nation Prepared represents a complete reversal from A Nation At Risk. Three years ago the rhetoric of reform focused on making schools more efficient and argued for more controls and new methods of accountability. Little was said about work conditions for teachers or the need to invest in increased teacher salaries. The concern was with more time on task, more rigorous content, stricter graduation requirements, tougher management and testing and tighter state regulations.

In contrast, A Nation Prepared calls for teachers to rise up and revolt against the restrictions imposed by bureaucracies. It calls for a massive deregulation of schools--putting teachers in charge, treating them as curriculum decision makers instead of executors of somebody elses orders, providing them with resources, using space and support personnel creatively, and establishing a more professional environment for teaching. Such emphasis is a remarkable turnaround, says David Imig, in a recent issue of AACTE Briefs. It reflects the impact that teacher leaders have had on the reform agenda and the power they command in shaping education's future.

The key word in all of the recent reports on reforming education is empowerment, empowering teachers themselves to reform their profession and the settings in which teachers work. According to Donna Blevins in ATPE News, the Carnegie's Task Force on Teaching as a Profession says it best,

> Textbooks cannot do it. Principals cannot do it. Directives from state authorities cannot do it.

> Only the people with whom the students come in contact every day can do it. Though many people have vital roles to play, only teachers can finally accomplish the agenda we have just laid out.

A basic theme in all of the most recent reports is that reform through regulation does not work. Excellence by fiat is impossible. Excellence must be achieved the old fashioned way, by people doing hard work at the "grass roots" level together. As the National Council for Economic Development says in its report, Investing in Our Children, what is needed is a "bottom up" rather than a "top down" strategy for change. The state should set the standards and allow maximum options in meeting those standards. If a school or school district is providing substandard education for its children, the State should declare educational bankruptcy on it and go in and help it, but the State should not act as if all districts are bankrupt and prescribe the same for all. The better a school district becomes, the more autonomy it should have, and the best school districts in rural areas, in the suburbs and in the inner city should be used as "lighthouses" for other schools to study and emulate.

Teacher Education As Top Priority Of The Best Institutions

In addition to being teacher-focused The Holmes Group Report, Tomorrow's Teachers, starts from the premise that the way to improve teacher education is to get the best graduate research universities in the country to make teacher preparation a top priority. The aim is to build some great schools of education which can produce the kind of leaders who can reform education at all levels. This approach assumes that the reforms in schools and universities will prosper if the best institutions are committed to them. It assumes also that teacher education programs will be different in these

institutions for all the same reasons that make these institutions so academically powerful in every other respect. They are institutions that attract faculty who, on the whole, are the nation's most authoritative sources of information in their fields; they command substantial public and private resources; and in the case of education, they are the institutions that have educated and will continue to educate the professoriate in education.

The Holmes Group also believes that a consortium of institutions that educate teacher educators is needed to ensure that the teachers of teachers do their graduate work in institutions that have exemplary teacher education programs. The Holmes Group is convinced that all departments in these universities need to work with their colleges of education and collaborating schools to bring about comprehensive educational reform. Therefore, a "sign off" is required from the Provost as well as the Dean of Education to hold institutional membership in The Holmes Group.

Instead of wasting time criticizing and pointing fingers across departments and across schools, the recommended strategy for change is to base educational policy on a positive image of excellence and high expectations for America's schools. High standards are recommended for entry into the teaching profession, and advanced training and performance appraisal are recommended for advancement up the career ladder in a new, differentiated staffing arrangement. This new professional differentiated staffing organization is viewed as a training model, a certification and licensing plan, a career incentive pay system and a different way to deliver individualized learning programs to students. The Holmes Group proposes

Instructors, Professional Teachers and Career Professionals. The Carnegie Report talks about Regular Teachers and Lead Teachers.

Holmes Group Goals

Since its inception, the Holmes Group has been supported by the Johnson Foundation, The United States Department of Education, the Ford Foundation, The Carnegie Foundation and the New York Times Foundation. It has five goals for transforming teacher education. These are:

1. To make the education of teachers intellectually more solid.
2. To recognize differences in teachers' knowledge, skill, and commitment, in their education, certification and work.
3. To create standards of entry to the profession -- examinations and education requirements -- that are professionally relevant and intellectually defensible.
4. To connect colleges with schools.
5. To make schools better places for teachers to work and to learn.

All institutions seeking membership in the Holmes Group must declare a commitment to the aforementioned goals and present a plan to implement them within the next 5 to 10 years.

Even though most of the news releases on the Holmes Group Report have focused on the most controversial recommendation which calls for an extended program culminating in a master's degree, including an internship, the report itself proposes a reexamination of all aspects of teacher preparation. These include studies of (1) a reformed teaching field major, (2) a reconsideration of minors appropriate for teaching at different grade levels, (3) the reconceptualization of a pre-education curriculum including a review of general education and the undergirding disciplines of the

teaching profession, (4) the design of early direct experiences which integrate theory and practice and a supervised internship which provides an opportunity to demonstrate competence prior to entry into the profession and (5) the development of effective professional continuing education programs for experienced teachers.

Assuring Safety to Clients and Adequate Life Space

The "essence" of the Holmes Group's idea is that mastery of the tenets of a liberal education, a general education, the content of the teaching field(s), as well as the study of and disciplined practice of pedagogy, including an internship and other important aspects of the field of Education, will take more time than is currently available in the traditional undergraduate program. Thus, the traditional program must be reorganized and inevitably extended substantially. This reorganization and extension of teacher education into the post-baccalaureate level would mean, in most cases, that the Deans of Education would recommend for certification only persons who had completed a reformed academic major in their teaching subject, a true program of liberal studies, and a modern program of pedagogical studies. Demonstration of competence in all of these areas prior to entry into the profession is necessary to insure "safety to clients."

Assuring "safety to clients" is a basic criterion of all of the professions that perform roles that are matters of life and death. Possessing the knowledge base to meet this safety to client criterion is as critical in the teaching profession as it is in medicine and law. Therefore, the title of professional teacher as defined by the Holmes Group will be entrusted only to the most thoroughly prepared professionals.

One of the persistent myths is that teacher candidates spend most of their time in professional education courses. In reality, students preparing to be high school teachers spend most of their time studying courses in their teaching field and general liberal studies leaving little room for pedagogical studies and the reformulation of their college major into a teachable secondary school subject. Secondary majors spend an average of 21 credit hours of a 128 credit hour curriculum in education courses and typically 9 credit hours of the 21 credit hours are taken up by student teaching. To be certified in many states only 18 credit hours of the total undergraduate program are required in the professional component (3 courses plus student teaching). There never has been a "real" undergraduate major in secondary education so when people talk about abolishing the undergraduate education major, they are talking about abolishing something that never existed.

Needless to say, teacher education today attempts to do too much with too little; it is funded at the lowest level of any professional education program and has the least amount of time devoted to the professional component. Up to now, even the best universities in the country have been unwilling to provide not only the money but the "life space" necessary for true professional preparation. (Life space is defined as time, facilities, instructional and research materials, personnel and access to quality instruction in other academic units of the university.)

Seven to eight years are required to educate a veterinarian but only four years are provided to prepare a teacher for the most complex and demanding responsibilities imaginable -- developing the

intellectual potential of America's children and youth. (At times it seems that this country is more concerned about its cattle than its children.) Working together as a consortium of advocates for improved teacher education, the Holmes Group intends to turn this situation around.

Integrated Extended Programs

At the August, 1986 Wingspread Center meeting of the institutions invited to join the Holmes Group, most of the members supported a five year program organization rather than a fifth year program model which calls for four years of baccalaureate study with a fifth year of post-baccalaureate professional study tacked on to the end. They felt the "tack on" approach did not provide for effective sequence and integration. It is clear from the dialogue among the Holmes Group Deans that they do not intend to give up their influence on improving the undergraduate teaching field major and pre-education requirements by abolishing all interest in the undergraduate phase of teacher education. Advising undergraduate students who declare an interest in teaching and having a key role in the governance structure that determines undergraduate curricula offerings is essential if Goals One, Two and Three of the Holmes Group are to be achieved.

Furthermore, many of the Deans feel that postponing all teacher preparation to the graduate level would force students to wait three to four years before finding out whether or not they want to choose teaching as a career. It is often at the sophomore and junior level when students are identifying their careers. Appropriately designed early field experiences can help potential teachers evaluate their skills, aptitudes and desire to become a teacher. Options should be

available so students are able to matriculate into teacher education programs at various points in their undergraduate or graduate experience.

Narrow ways of thinking about Master of Arts in Teaching, (4 years plus 1), patterns in the past has produced a "hardening of the categories." Teacher education programs can be structured vertically as well as horizontally, (2 years plus 3, 2 years plus 4, etc.). Prospective teachers should be able to study general education, a specific discipline or disciplines, and pedagogy and have direct experiences simultaneously. Each of these dimensions of teacher education can add meaning to the other as they are integrated into the "professional culture" of the prospective teacher.

There is general agreement among the Holmes Group members that current baccalaureate programs need major revision before they can be considered an adequate foundation for the post-baccalaureate phase of teacher education. The Holmes Group urges universities to strengthen education in academic majors, develop inter-disciplinary studies where appropriate, sharply revise the general education curriculum, employ liberal arts and science instructors who model fine teaching and who understand the pedagogy of their material, and organize academic course requirements so that students can gain a sense of the intellectual structure and boundaries of their disciplines, and the modes of inquiry unique to their disciplines.

Theory in Use

The Holmes Group Report suggests that students should be admitted to the teacher education program as "cohort groups," and proceed through their academic program as a class working together

to become leaders in the teaching profession. The Holmes Group makes a strong case for improving direct experiences. It asserts that current teacher education programs have insufficient impact on prospective teachers because what is taught has little transfer to classroom practice, and there is much that cannot be taught or cannot be taught well because of the place in which teacher education is conducted. One does not adequately learn to teach by just learning about it. It is necessary to develop a strong understanding of "theory in use." Therefore quality teacher education must include programs and facilities for extensive laboratory and field-based experiences. Institutions which prepare teachers must have the program time, resources and facilities for making such experiences adequately available.

Knowledge of a major teaching field(s); knowledge of how children and youth grow and develop physically, socially and intellectually; knowledge of the purposes of education in America and the organization of the school as a social, economic and political institution; knowledge of how the brain works and learning and motivation; knowledge of teaching methods and modes of inquiry appropriate to different learning styles and different academic fields; knowledge of effective uses of instructional technology; knowledge of one's self as a teacher; knowledge of educational evaluation and tests and measurements; knowledge of different community cultures and ways to work with parents; and knowledge of the teaching profession and the laws and ethics which guide it cannot be taught meaningfully in isolation of the complex problems to which they are to be applied.

Quality Controls

Once the life space is provided, teacher education can identify and teach the valid knowledge base needed to insure that prior to entry into the teaching profession, teacher candidates are competent to take on the complex task of teaching. But the Holmes Group believes that the profession and the public must demand quality controls which insure that teacher candidates complete such requirements before they are permitted to teach.

Unless the loopholes which bypass professional program evaluation are plugged, efforts at quality control by teacher education institutions and the teaching profession will continue to be undermined. State and local boards of education, school superintendents and state legislatures must begin to be held accountable for holding to "entry to profession" criteria along with teachers and teacher educators. To allow people who lack essential "entry level" professional requirements to be placed in classrooms alone to "learn on the job" with children as their "guinea pigs" is to invite the kind of failure which will further erode the public's confidence in the teaching profession.

As stated in action agenda item number 7 of the Governors' recent report, Time for Results, nothing will do more to underscore the seriousness of educational standards than for a Governor to declare an end to emergency teacher licenses. Accept temporary shortages and the more aggressive measures that will be needed but don't accept unqualified people urges The Report.

In the United States today, as a result of P.L. 94-142, the **Education for All Handicapped Children Act**, mildly handicapped children are in regular classrooms. They require the skills of

teachers who possess knowledge about the special learning needs of handicapped children. In addition to knowledge about the various handicapping conditions, all teachers need to know about the wide variety of learning materials for use in developing Individual Educational Plans which are now required by law. All teachers today have legal obligations to the children they serve as well as educational obligations.

To develop the public trust that the profession can be accountable and responsible for its own testing and other forms of quality control, the Holmes Group believes that new teeth must be put into national accreditation and state program approval standards. Agencies which accredit and certify teachers must insure the validity and appropriateness of the instruments and evaluation procedures used. They must also insure that a tight coupling exists between the goals, curriculum and evaluation aspects of all teacher preparation programs.

Tests should be considered as one important component in a comprehensive assessment system; they should not be "laid on" as a single definition of teacher competency by any state or national agency or legislature. Even though an advanced technology of testing does not exist, tests are becoming powerful political instruments. They are being used more and more as a single definition of excellence. In the current climate there is great danger that the public will become prisoners of the idea that testing teachers has solved all the problems of quality in teacher education.

It is therefore essential that the teaching profession itself and members of its training arm establish and monitor a variety of

quality controls. Teacher education institutions should meet, and improve upon, existing standards and evaluation procedures at four points: (1) admission to the college or university, (2) matriculation into a teacher education program, (3) after completion of the academic program, and (4) after a period of demonstrated competence and performance appraisal in the classroom. Licensing (certification) should be awarded only after this period of demonstrated competence during a year's internship under the supervision of a college supervisor and a mentor or a local review board of professional peers. This internship should be an integral part of all pre-service teacher education programs.

The most important challenge facing colleges of education, the teaching profession, the wide variety of task forces, and legislative sub-committees studying teaching and teacher education today is to make sure that the shortage of teachers is not used as a rationale for going slow on new quality control procedures and needed improvements in schools and colleges of education. New requirements must be accompanied by incentives which attract and keep outstanding teacher candidates in the teaching profession. Most important, special efforts are needed to solve the problem of the critical shortage of minority teachers. As Elaine Witty points out in Prospects for Black Teachers, the very existence of the black public school teacher in America is threatened. The situation is almost as bad for Hispanic minorities. The shortage is worsening at the same time that the minority population as a percentage of the total school population is increasing rapidly (i.e. 37 percent of the children in Texas schools come from Hispanic backgrounds).

Accomplishing goal three of the Holmes Group will require quality incentives to match quality standards. Screens without the magnets won't work. Action plans presented in legislative halls as well as in schools and colleges must link resources with requirements.

Texas A&M's Response To The Reform Agenda

Because of excellent relations among the colleges at Texas A&M and Texas A&M's excellent reputation with teachers, administrators and school boards throughout the State, Texas A&M is in a unique position to play a significant role in the reform movement in Texas. Collaborative research and development programs already underway are very compatible with Goal Four of the Holmes Group. These programs demonstrate a track record of leadership on which to build future efforts.

Texas A&M's six year program for the preparation of elementary and secondary education teachers with endorsements in special education is one of only seven exemplary teacher education models supported by the U.S. Office of Special Education. It is currently in it's second year of operation and is an excellent program for all departments in the college and university to study. The program requires additional hours in a teaching major and an expanded general education component, as well as special pedagogical studies aimed at serving persons with handicaps. It provides a unique undergraduate and graduate clinical experience including an internship and an induction year prior to licensing. In this program, students complete the Bachelor's Degree after four years, meet certification requirements after five years and get the

master's degree after six years of study and practice. The sixth year is the induction year on the job.

The U.S. Department of Education's Office of Educational Research and Improvement grant implemented in collaboration with the Conroe and Spring School Districts provides a vehicle for studying how to attract a select group of outstanding students into a graduate program in teacher education in science and mathematics where severe shortages exist. This project is designed for post-baccalaureate students interested in teaching in high need areas. All of the students already have Bachelor Degrees with a major in math or science and qualify for entrance into graduate school. The program involves two intensive summers of academic study on campus and a year internship in the schools in which the teacher candidates are hired to teach half-time at half salary. A mentor for every two interns and a college supervisor are provided "on site" during the practicums in the schools.

Another program funded by the National Science Foundation has been designed for exemplary teachers of math and science in elementary schools. Also, a new effort just underway is the reexamination of the kind of preparation teachers need to teach mathematics at the middle school level. A proposal is being submitted to the National Science Foundation to seek funding for this project.

The recently revised nine semester Physical Education Certification Option which was developed in response to the expanded knowledge base in exercise physiology and other content areas as well as the desire to provide a full semester of student teaching has been well received and is a topic for discussion at national and

state meetings. It's interesting to note that the main reason for reforming the curriculum in Physical Education was to develop a high quality program which would prepare graduates to compete in a field in which shortages do not exist and where competition for jobs is tough.

The new English as a Second Language In-service Program which is funded by the U.S. Department of Education and developed in collaboration with the Bilinqual and Technical Assistance Network at the University of Texas at El Paso, and the new ESL undergraduate program are unique for this region of the country. Also, as a result of its amazing success rate, the Meadows Foundation supported a Multi-Ethnic Reading and Language Arts Research and Inservice Education Project, which is developing and field testing special reading materials for children from a variety of cultural backgrounds; the project has received national recognition. The summer program for minority students who are high school seniors is beginning to produce new recruits for the teaching profession.

The research project to study the Impact of Computer Network Conferences on the In-Service Training of Third and Fourth Grade Teachers of mathematics students who are below expectations in school achievement was the first and only school/college collaborative project funded in the first round of the Texas Coordinating Board, Texas College and University System Title II Program.

Finally, the College of Education and Texas Engineering Experiment Station's Educational Technology Project involving the Milano, Navasota and Vida school districts and the Burroughs Corporation of Michigan and CEMCORP of Canada provides an excellent

model of the way inter-disciplinary collaborative reform efforts can be enhanced by working with business and industry.

Creating Professional Development Schools as Partners in Reform

The aforementioned projects contain many of the elements which complement the Professional Development School idea in the Holmes Group Report. The characteristic which distinquishes these schools is that they are "real world" schools unlike the university campus laboratory schools of old.

It is interesting to note that the Governor's Select Committee called for such a plan for Texas and suggested that these "cooperating schools" be supported by State research and development funds as well as funds from the private sector. The intention of the Select Committee was to create school-college partnerships which would develop and try out ideas that would go beyond the reforms proposed in House Bill 72. The next set of reforms, and proposals for fine tuning current reforms, would be expected to emerge from the training and research arm of the profession.

These Professional Development Schools, analogous to "teaching hospitals" in the medical profession, would bring practicing teachers and administrators together with university faculty in partnerships for the purpose of research and development and improved schooling. The Holmes Group envisions that "career professional" teachers in such schools would engage in "teaching, research, teacher education, and policy formation" as "clinical faculty" of the university.

Richard Lyman, former President of Stanford University made the case for this type of school/college connection when he said, "If our health and our access to fossil fuels are worth the intensity of

research effort that we seem to be declaring that they are, surely the way we introduce children to the disciplined use of their minds is likewise worthy of attention."

The Professional Development Schools would have a four-fold purpose in supporting university-school collaboration : (1) mutual deliberation on problems related to teaching and learning, (2) shared teaching, (3) cooperative supervision of prospective teachers and administrators and (4) collaborative research.

Further extension of the notion would support research and development efforts endeavoring to help each child succeed, develop continuous progress evaluation procedures, use the full range of community resources for learning, automate certain kinds of learning, and explore new instructional techniques for developing individual incentive, curiosity, creative thinking, and student inventions. Most of all, substantial effort would be given to the redesign of the entire teaching and learning environment from the curriculum through the "restructuring" of the school day and year.

A special effort would be made to discover more effective ways to provide help for students experiencing academic problems. Many of the present solutions are too simple minded. (We'll take away what you like to do to get you to do what you don't know how to do...no pass, no play!) If students are having difficulty reading when they get to the ninth grade, giving them a test and telling them they did not pass will not help them. They need to be <u>taught</u> to read, and the earlier in their school experience the better. The parts of House Bill 72 which made the most sense, smaller class sizes in early grades and tutorials, could make a difference if financially supported and effectively implemented.

Today schools are experiencing the highest drop out rate in recent history. Nationally 30 percent of the students do not graduate. The drop out rate for Black and Hispanic students is over 50 percent. Instead of asking why students can't play, we should be asking why they can't pass. Something is wrong with the system. For example, recent data indicate that under the new state mandated grading system, about 50 percent of Texas' high school students failed one or more courses. If 50 percent of a doctor's patients died, somebody would start questioning the way medicine was being practiced. We've got to stop blaming the victims. The worst thing that could happen is that in five years the average scores on the state mandated tests increase and we learn the reason for the increase is that 20 percent of students who needed help the most were pushed out of school. Right now the fastest way for a school to come out on top in the ratings game of test comparisons at the local, state and national level is to increase the drop out rate of low test scorers. If this happens in Texas we should not call it reform.

Studies show that a much higher percentage of students whose families live below the poverty level are dropping out. Stanford University economist Henry Levin, in Working Paper #6 of the State Youth Initiatives Project, calls the plight of the disadvantaged a "national crisis" in economic terms as well as educational terms. We are locking the poor into their poverty and undoubtedly will later blame them for the state that they and we are in. By designing schools that are unresponsive to the disadvantaged the Report charges that the American education system is fast producing an uneducated work force. Thousands of youngsters are out of school

and out of work with no skills to get and keep a job. As a result, an unprecedented number of dropouts are showing up on the rolls of delinquent centers and the prisons and costing the society on the average of $29,000 per year to incarcerate them. When a state creates a school system which gives up on the intellectual development of a significant portion of its young people it sentences them to death just as surely as if it held a gun to their heads. An increasing number of disadvantaged children are dying intellectually. Something must be done about it before it's too late.

If students are leaving the schools in droves, we should examine the curriculum, teaching methods, and learning environment as well as the students. The aim of schooling is to help young people succeed academically. We must make our schools better, not just tougher. It is not the purpose of America's schools to be the screening station for society's other institutions. Our schools are supposed to help <u>all</u> children become all they are capable of becoming; if they have worked as hard as they can in school, they should not be made to feel like failures for life.

Through the Professional Development School idea, alternative academically sound individually designed programs could be provided <u>within</u> the public education system so that the broad range of students, teachers, and parents, who make up America's population, could have <u>choices</u> without leaving or being pushed out of public schools. Comprehensive, voluntary, non-exclusive, student oriented, intellectually challenging, "public schools of choice" can be developed. These alternatives can be provided within a single school as well as within school districts.

Many elements of the Professional Development School concept already exist in the aforementioned collaborative projects in which A&M participates with schools in Brazos County and the surrounding area. If we can link the Professional Development School concept with the Principals Center Network and the Community Education Network, Texas A&M can involve all of the partners throughout the entire state who must be involved in order to bring about lasting reform...teachers, administrators, and community members.

Helping to Create the Future

New alliances are emerging which can assist us in achieving this leadership goal if we have the good sense to capitalize on them.

With a new report on education almost a daily event, education is in the spotlight. We have a "window of opportunity" that has not existed for some time. The public is clamoring for evidence on the effects of recent reforms and evidence to support new proposals. To maintain credibility as the training and research arm of the education profession, we have no choice but to respond, especially if we want the reforms to be rooted in the knowledge base that we have spent our professional lives developing instead of political expediency. In the process, we have the opportunity to play a significant role in the making of a profession.

Up to now, education has been a "many splintered thing." The most heartening news of this second round of reform is that members of different parts of the education system are realizing the importance of working together. We, in the colleges and the schools, are beginning to see ourselves in a common enterprise. We now realize that new directions in teacher education must be

embedded in and consonant with equally innovative directions in school renewal. Major reform in one part of the system cannot occur without concurrent reform in the other.

Schools will not improve by merely changing programs in colleges and universities. If we prepare teachers with the latest knowledge and skill and then place them in work situations where they cannot use this knowledge and skill, we will simply produce more candidates for the teacher "drop out" list. Unless we can change the settings in which teachers work, giving them new techniques to individualize instruction will not do any good. As long as the content of teacher education cannot be used in the work place of the teacher, colleges of education will be viewed as out of touch and obsolete. No amount of change in college programs will change that fact. The quality of conditions in the work place have as much to do with the making of a profession as the quality of preparation.

Furthermore, the future of colleges of education in universities is inextricably interwoven with the future of teaching in the schools. Colleges of Education will get needed financial and moral support to improve training and research programs in direct relationship to improvement of the status of teachers in society. And the status of teachers in society will improve to the extent that we use teacher education and research as instruments to create the conditions for professional practice as well as professional study. Goal Five of the Holmes Group may be the most important goal of all.

In the days ahead, we will be candid and open in deciding when, where and how to use the educational expertise and excellent

reputation of this great land grant state university to make the greatest impact on the most important issues on the unfinished agenda for educational reform.

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